



# Canada

The Land, Histories, and Stories

## Home Instructor's Guide and Assignment Booklet 8B

### Module **8** Visit the Land of the Midnight Sun



Grade 5 Social Studies  
Module 8: Visit the Land of the Midnight Sun  
Home Instructor's Guide and Assignment Booklet 8B  
ISBN 978-0-7741-2962-6

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**Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

|                               |   |
|-------------------------------|---|
| This document is intended for |   |
| Students                      | ✓ |
| Teachers                      | ✓ |
| Administrators                |   |
| Home Instructors              | ✓ |
| General Public                |   |
| Other                         |   |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# **Chapter Summaries**

## **Chapter 9: Natural Wonders**

### **Objective**

The student is introduced to the Yukon's national parks. He or she learns about the parks' characteristics to better understand how Canada's national parks and protected areas are important to the sustainability of Canada's natural environment.

### **Instructional Strategies**

With the student, discuss the parks in the Yukon.

In the Assignment Booklet, the student selects a national park in either the Northwest Territories or Nunavut and creates a brochure to promote the park. The student will need resources such as the Internet to do a general search for national parks or books and encyclopedias for research. You may need to give assistance with locating information.

Provide the student with brochure examples. These might be obtained from a local tourist office.

## **Chapter 10: First Traders**

### **Objective**

The student learns about First Nations' trading practices in the Yukon before the Europeans arrived. The student discovers how the cultures and ways of life of First Peoples in the Yukon were unique to the northwestern regions of Canada.

### **Instructional Strategies**

Discuss the fishing techniques practised by First Nations people on the rivers of the Yukon, and also look at how Tlingit traders crossed the mountain passes to trade with interior people. Take note of the particular types of goods that were traded.

At the end of the chapter, the student works in Assignment Booklet 8B.

## **Chapter 11: Other Traders**

### **Objective**

This chapter discusses trading after European contact and the effect that trading with Europeans had on First Nations people.

### **Instructional Strategies**

Discuss with the student the reasons for Europeans coming to the northern regions of Canada and the types of goods that were traded.

At the end of the chapter, the student works in Assignment Booklet 8B.

## **Chapter 12: The Rush for Gold**

### **Objective**

The student takes a closer look at the Klondike gold rush.

### **Instructional Strategies**

With the student, explore the segment titled “Interactive Timeline from Government of Yukon” on the Social Studies 5 Multimedia CD 3. Discuss the impact of the Klondike gold rush in Yukon’s history.

In the Assignment Booklet, the student writes a report about the gold rush based on information given in the segment.

If the student is interested in this colourful era in the history of the Yukon, a number of book titles are suggested in this chapter. The reading might be challenging for a Grade 5 student, so you may choose to select and read some of the stories to the student.

## **Chapter 13: Voices of the North**

### **Objective**

The student is introduced to some people who have contributed to the Yukon’s northern identity.

### **Instructional Strategies**

Discuss with the student what impact the gold rush had on First Nations people.

Investigate with the student the various personalities who have been attracted to the Yukon and the Canadian North and their contributions to developing a northern Canadian identity.

You may wish to encourage the student to do further research into one of the personalities mentioned in the chapter or pursue a search for other well-known individuals associated with Arctic regions.

You may also choose a novel by Jack London or a book by Pierre Berton to share with the student. These books are challenging reads, so your student may need assistance.

At the end of the chapter, the student works in Assignment Booklet 8B.

## **Chapter 14: Our Land: Nunavut**

### **Objective**

The student explores the creation of Nunavut and the events and factors that have changed the ways of life in northern Canada over time.

## **Instructional Strategies**

The student may need assistance with locating places in Nunavut in an atlas.

Discuss the creation, the resources, and the challenges faced by the new territory of Nunavut.

At the end of the chapter, the student works in Assignment Booklet 8B.

## **Chapter 15: Changing Landscapes**

### **Objective**

The student is introduced to the geographic regions of Nunavut and learns about the challenges posed by global climate change to these fragile regions.

At the end of the chapter, the student works in Assignment Booklet 8B.

### **Instructional Strategies**

Discuss with the student the characteristics of the Arctic geographic regions and how climate change is affecting these regions.

## **Chapter 16: Symbols of Canada's North**

### **Objective**

Hugo uses the coat of arms of Yukon to organize his class presentation in Hong Kong. Together with Hugo, the student investigates how the symbols reflect the geographic regions, history, and people of the Yukon.

### **Instructional Strategies**

Discuss with the student how elements of the coat of arms are selected to reflect the identity of a province or a territory.

Discuss and assist the student with researching Nunavut's coat of arms.

At the end of the chapter, the student works in Assignment Booklet 8B.



## ASSIGNMENT BOOKLET 8B

Grade 5 Social Studies  
Module 8: Chapters 9–16

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
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### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**

## INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

### E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



GRADE 5



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

## Assignment Booklet 8B

### Module 8

## Visit the Land of the Midnight Sun



## FOR TEACHER'S USE ONLY

### Summary

|                       | Total Possible Marks | Your Mark |
|-----------------------|----------------------|-----------|
| Chapter 9 Assignment  | 15                   |           |
| Chapter 10 Assignment | 4                    |           |
| Chapter 11 Assignment | 9                    |           |
| Chapter 12 Assignment | 10                   |           |
| Chapter 13 Assignment | 12                   |           |
| Chapter 14 Assignment | 10                   |           |
| Chapter 15 Assignment | 10                   |           |
| Chapter 16 Assignment | 15                   |           |
|                       | 85                   |           |

### Teacher's Comments

Grade 5 Social Studies  
Module 8: Visit the Land of the Midnight Sun  
Assignment Booklet 8B

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Getty Images *maple leaf* © 2006 Jupiterimages Corporation

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**ASSIGNMENT BOOKLET 8B**  
**GRADE 5 SOCIAL STUDIES: MODULE 8**  
**CHAPTER 9 ASSIGNMENT TO CHAPTER 16 ASSIGNMENT**

This Assignment Booklet is worth 85 marks out of the total 190 marks for the assignments in Module 8. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

15

### Chapter 9 Assignment: Natural Wonders

You will design a brochure to advertise one of the national parks in Northern Canada. Select any park in the Northwest Territories or Nunavut.

Use a blank sheet of regular-sized paper and fold it either once vertically or three times horizontally to create the blank brochure depending on the kind of spaces you wish to work with.

Read the guidelines below carefully. These are the things your teacher will be looking for.

- Be sure you know what a brochure looks like by examining some example brochures before you begin. Your home instructor can help you with this.
- Research the park you have selected by using books, the Internet, or by visiting a local travel agency for information.
- The brochure you design will be marked using the following outline.

| Assessment Criteria  | Possible Mark |
|--|---------------|
| The name of the park is clearly displayed.                                       | 1 mark        |
| The location of the park is explained or shown on a map.                         | 2 marks       |
| A brief history of the park is given.  | 3 marks       |
| Activities or attractions in the park are listed.                                | 3 marks       |
| There is an explanation about how to get to the park.                            | 2 marks       |
| The pictures or drawings are of park attractions or scenes.                      | 2 marks       |
| Uses colour, size, and shape to create an attractive and appealing presentation. | 2 marks       |
| Total  | 15 marks      |



- Attach the completed brochure to Assignment Booklet 8B, and send it to your teacher.



Turn to Chapter 10 in the Module 8 Student Module Booklet.

4

2

**Chapter 10 Assignment: First Traders**

1. In this chapter you learned how First Nations conducted trade in the Yukon area long before the arrival of Europeans. How did the Tlingit traders from the coastal areas reach the interior First Nations people to trade?

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2

2. List the items that were traded between the coastal people and the interior people in the Yukon area before the Europeans arrived.

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Turn to Chapter 11 in the Module 8 Student Module Booklet.

9

**Chapter 11 Assignment: Other Traders**

Use complete sentences to briefly explain three reasons why Europeans first came to Canada's North.

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Turn to Chapter 12 in the Module 8 Student Module Booklet.

10

**Chapter 12 Assignment: The Rush for Gold**

Go to the Social Studies 5 Multimedia CD 3, and use the information in "Interactive Timeline from Government of Yukon" to write a brief report about the Klondike gold rush. Your teacher will be using the following outline to mark the report.



| Assessment Criteria   | Possible Mark |
|---|---------------|
| The introduction clearly states the main idea.  | 2 marks       |
| The body of the report includes at least five important dates and an explanation of why each date is important.           | 5 marks       |
| The conclusion clearly explains why the student thinks the Klondike gold rush is such an important part of Yukon history. | 3 marks       |
| Total   | 10 marks      |

Write your report in the space provided, or use a computer and a word-processing program. If you use a computer, print the report and attach it to Assignment Booklet 8B or arrange to send it electronically to your teacher.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your answer on the next page.)



[illegible]

Turn to Chapter 13 in the Module 8 Student Module Booklet.

12

**Chapter 13 Assignment: Voices of the North**

In this chapter you learned about some outstanding individuals who have given Canadians a sense of the Canadian North, especially the Yukon Territory. Briefly explain who each individual is, and describe his or her contribution.

3

1. Robert Service: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3

2. Émilie Tremblay: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3

3. Ted Harrison: \_\_\_\_\_
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3

4. Pierre Berton: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Turn to Chapter 14 in the Module 8 Student Module Booklet.

10

**Chapter 14 Assignment: Our Land: Nunavut**

1. Describe two unusual features of the communities in Nunavut.

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2. Briefly describe how Nunavut was created.

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Turn to Chapter 15 in the Module 8 Student Module Booklet.



10

**Chapter 15 Assignment: Changing Landscapes**

Scientists are collecting information about the effects of climate change on the Far North. Using information from the Student Module Booklet, fill in the following chart with changes observed by the Inuit and predicted by scientists. Each correct answer is worth one mark.

| plants  | sea ice   |
|---|---|
| <ul style="list-style-type: none"><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| <b>Climate Change</b>                                       |   |
| wetlands  | animals   |
| <ul style="list-style-type: none"><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |
| permafrost  |   |
| <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |   |



Turn to Chapter 16 in the Module 8 Student Module Booklet.

15



2

**Chapter 16 Assignment: Symbols of Canada's North**

Go to the Grade 5 Social Studies Multimedia CD 3, and find the segment "Canadian Provincial and Territorial Symbols, Part 3." Click on "Nunavut."

1. Look closely at the coat of arms for Nunavut. Draw and colour the shield or central portion of the coat of arms in the following space.

10

2. Select what you think are five of the most important symbols on the coat of arms. Explain how each symbol represents Nunavut.

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\_\_\_\_\_

3

3. Tell why you do or do not think this is a good coat of arms for Nunavut.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Turn to the Module Summary in the Module 8 Student Module Booklet.



**Home Instructor’s Feedback Form for Module 8**

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?
2. Were there specific areas with which your student had particular difficulty?  
If so, what were they?
3. Do you have any other questions, comments, or concerns?



**Student Feedback Form for Module 8**

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

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2. What parts did you like the least?

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3. What part did you find most difficult?

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4. What parts were the easiest?

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